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periods and suggest probable future tendencies. Where changes in the method of collecting, classifying, or reporting data have been made, these are described in the text. The bulletins furnish valuable information concerning the numbers and the distribution of the schools considered, their faculties, the enrolment, properties, financial support and expenditures, length of school term, and curricula.

The convenient form in which each of these sections of the report is presented will probably make certain a wider distribution among those interested in the facts which it contains.

Rural life and education.—More and more the problems of rural life and education are challenging the interest and the attention of the expert in social and educational science. Two recent expressions of this interest have been received from Scribner's. The first¹ is a compilation of materials from numerous sources dealing with various phases of rural community life and organization. Regarding the present stage of rural community development as one of transition from an individualistic to a co-operative economy, it is the expressed purpose of the volume to bring together in organized form the available "knowledge of the past communal order, both ancient and modern, for the shaping and perfecting of the order that is to be."

The book is divided into three parts, each comprising four chapters, each chapter presenting material from several sources so organized as to constitute a comprehensive discussion of some unit phase of the general topic. Thus, the first part treats of the "Ancient Community," one chapter being given to each of the following topics: "The Primitive Village," "The Mediaeval Manor," "The Village Community in America," and "The Disintegration of the Village Community." Part II considers the "Modern Community" under the headings, "The Modern Community Defined," "Types of Communities," "Institutions of the Community," and "The Evolution of the Community." The latter half of the book is devoted to Part III, "Community Reconstruction." The first chapter is an extensive discussion of "The Problem," the selections utilized being concerned with the institutional conditions, the social activities, population, organization problems, and village conditions. Following a brief presentation of the program for rural socialization, the agencies which must be relied upon to effect the desired reconstruction are considered. These are educational, religious, recreational, environmental, directive, the community center, clubs, the council, the federation, the farm bureau.

Many of the selections included in the volume are the accounts of actual experiences and activities of specified communities. In addition to the Introduction, frequent supplementary discussions of special topics have been

¹ NEWELL L. SIMS, *The Rural Community*. New York: Charles Scribner's Sons, 1920. Pp. xxiii+916.

contributed by the editor. The basis of the selection of the other articles included in the book is explained in the following paragraph:

The materials composing this work conform to but one standard. From the records found choice has been made of such accounts as were thought best to serve our purpose, irrespective of all else. Literary merit has been ignored; they are therefore good, bad and indifferent when judged from that standpoint. No effort has been made to seek the new and unfamiliar; the well known along with the less familiar and the new will therefore be found in these pages. The one standard of selection has been whether or not the material has value to illuminate and to contribute to the understanding of the rural community and its reconstruction [p. xxii].

The second book¹ has to do with the problem of consolidation of rural schools. Twelve of the twenty-two chapters were written by the editor, other contributors being Commissioner Claxton, Warren H. Wilson, T. N. Carver, A. C. Monahan, Katherine M. Cook, and L. J. Hanifan. Briefer discussions by principals and other school officers from various states are assembled in a chapter on "Methods and Facts of Consolidation." Besides discussing the social and economic aspects of the problem and the growth of the consolidation movement, consideration is given to the school site and building, the teacherage, transportation of pupils, the curriculum, rural recreation, etc.

The difficulties of consolidation are fairly presented in the chapter written by Mr. Hanifan. Analyzing the statements of a number of school officers in objection to the consolidation scheme, he concludes that the principal difficulties arise from the conservatism and the prejudices of the people, the transportation problem, the added expense, and the character of the teaching. And further, that "the ability to overcome its shortcomings, once it is established, depends upon (1) whether it is wise to consolidate in the first place, (2) whether the administration of its affairs is of a high order, (3) whether its teachers are persons inspired with the spirit of the country and prepared for this peculiar kind of leadership, and (4) whether the supervision and leadership which they get is of a high order" (p. 495).

Elementary economics.—On the assumption that the present-day social unrest is in part attributable to a lack of understanding of the principles of economics, progressive schools are planning a larger use of their opportunity to enlighten future citizens concerning fundamental laws of social and economic progress. A recent text² seeks to promote this plan by a brief discussion of the essential principles of economics, extensive enough to make clear conditions under which economic progress is made, but simple and direct in its statement of these essentials and clarified by illustrations which fall within the ordinary experiences of pupils of junior high school grade.

¹ LOUIS W. RAPEER, *The Consolidated Rural School*. New York: Charles Scribner's Sons, 1920. Pp. xiii+545.

² CHARLES F. DOLE, *Economics for Upper Grades*. Boston: D. C. Heath & Co. 1920. Pp. vii+93. \$0.56.